

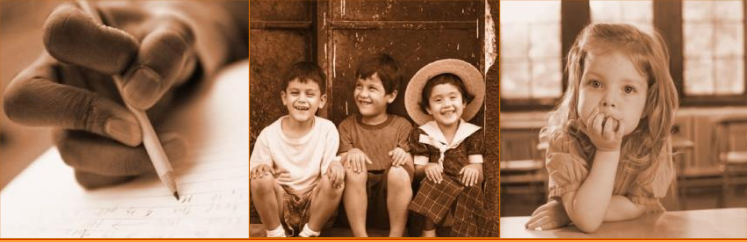


Overview of the McKinney-Vento Homeless Assistance Act

Michigan Department of Education
www.michigan.gov/homeless

National Association for the Education of Homeless Children and Youth
www.naehcy.org

National Center for Homeless Education
www.serve.org/nche

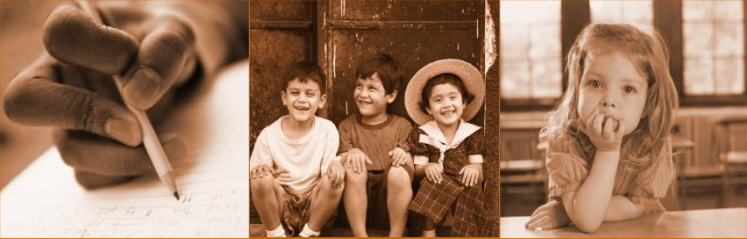


Homelessness? NOT HERE...

Many people view homelessness as a fringe issue, affecting only certain kinds of people on the edges of society.

Consider the following questions:

- *Could you ever experience a flood, fire, tornado, or other type of natural disaster?*
- *Do you work in an area of the economy where your job might someday become obsolete?*
- *Could you ever suffer from a long-term illness or accident without proper health benefits or other compensations?*
- *Do you live in a household with only one full-time wage earner?*
- *Are you behind on any monthly bills? Have you ever been?*
- *Are housing costs in your area increasing faster than wages?*
- *Does anyone in your family struggle with addiction or mental illness?*
- *Could you ever face extreme financial difficulty without family or close friends available to come to your aid?*



**If you answered yes to any of these questions,
you are not immune to homelessness.**

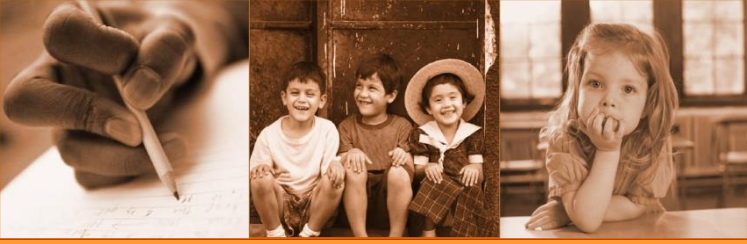
These questions are not meant to create alarm or fear, but rather to spread awareness that people experiencing homelessness are people **just like us.**

They desire financial stability and a secure home, but have confronted difficult circumstances without sufficient resources to overcome the situation and remain housed.



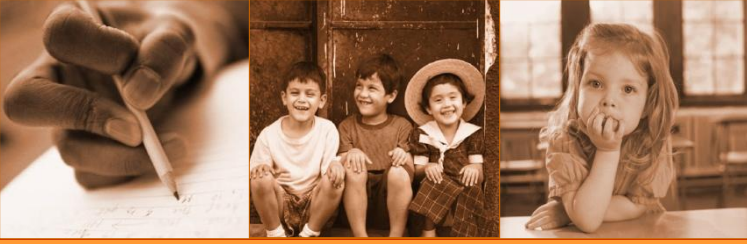
Today's Agenda

- **Introductions**
- **What You Need to Know About Homelessness in Michigan**
- **Factors Contributing to Homelessness**
- **Research on School Mobility**
- **Who Qualifies as Homeless?**
- **Our Invisible Students**
- **The Impact of Homelessness on Children & Youth**
- **Barriers to Education for Homeless Children & Youth**
- **McKinney-Vento Homeless Assistance Act**
- **Access to Services**
- **Local District Liaisons**
- **Identification Strategies**
- **Enrollment Strategies**
- **Transportation Strategies**
- **Resolution of Disputes**
- **Preschool**
- **Unaccompanied Youth**
- **Why we do what we do...**



National Data

- More than 1.5 million children will experience homelessness over the course of a year.
- In any given day, researchers estimate that more than 200,000 children have no place to live.



Michigan Homeless Data

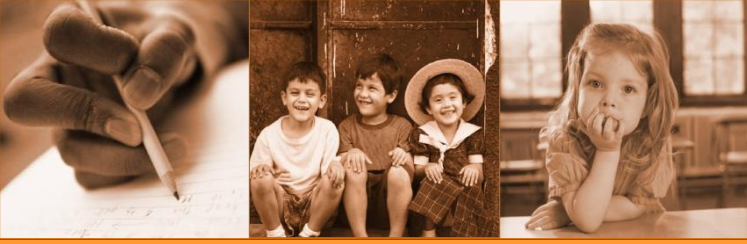
Homeless students
reported by year:

2007-08 **7,500**

2008-09 **14,875**

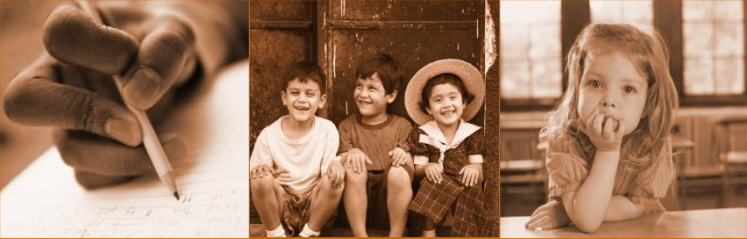
2009-10 **22,673**

2010-11 **30,986**



Michigan Data

Michigan school districts reported
an increase of 413%
in the numbers of
homeless students identified
from 2007-2008 to 2010-11.



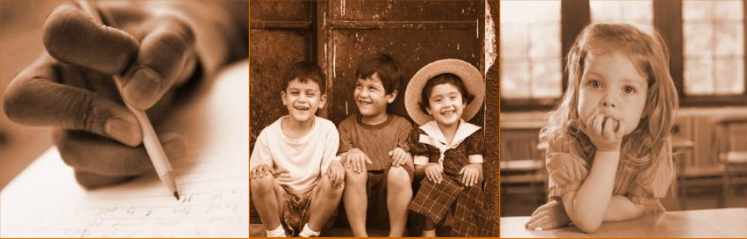
What You Need to Know About Homelessness in Michigan

Families comprise more than half the homeless in MI*

- 1 of every 3 homeless persons in Michigan is a child*
- The average age of a homeless child is 7.6 years**
- 30% of homeless families are working poor**
- 77% of families are homeless due to lack of affordable housing*
- Of homeless families, 45% reported being homeless more than once*
- Between 2007 and 2008, family homelessness increased 10.8% in MI, with the largest increases in rural Michigan**

* *Michigan Coalition Against Homelessness, 2011 Factsheet*

** *The Campaign to End Homelessness, 2008 Annual Summary*

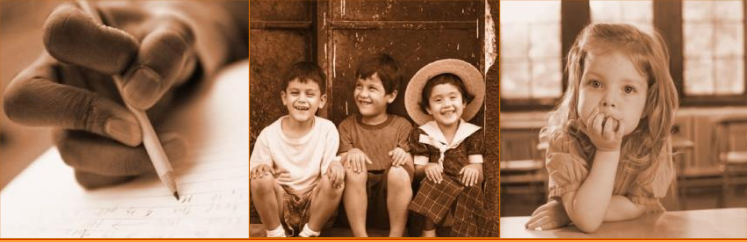


What You Need to Know About Homelessness in Michigan

Rural homelessness is not the same as urban homelessness...

- 37% of the rural homeless population is between the ages of 18 and 24, compared to 13% of the urban population
- 57% of rural homeless are part of a family (versus 45% of urban homeless)
- Rural homeless is a recent phenomena – more people in rural communities report this is their first experience ever being homeless

** Michigan Coalition Against Homelessness, 2007 Factsheet*

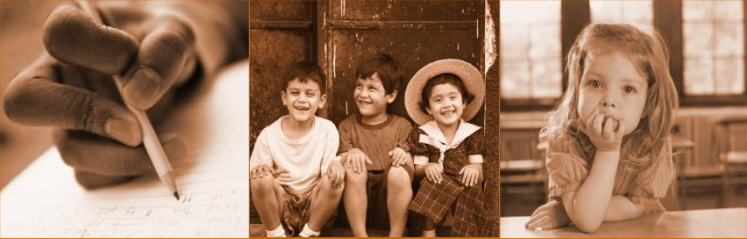


Who qualifies as a homeless student?

Children who lack a fixed, regular, and adequate nighttime residence:

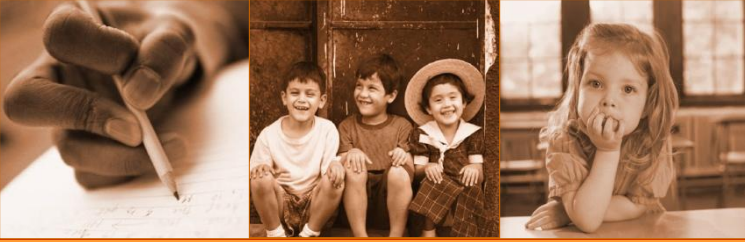
(McKinney-Vento Homeless Assistance Act, 2002)

- Sharing the housing of others due to loss of housing, economic hardship, or similar reason
- Living in motels, hotels, RV/trailer parks, camping grounds due to lack of adequate alternative accommodations
- Living in emergency, domestic violence, or transitional shelters



Who qualifies as a homeless student?

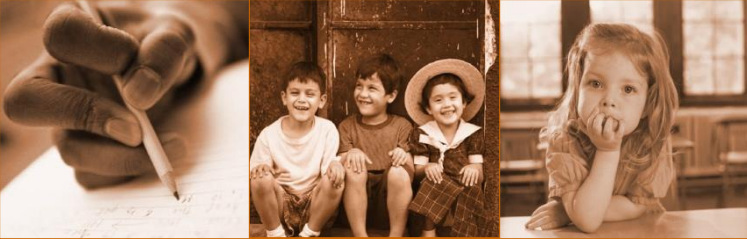
- Temporary foster care placement or awaiting placement
 - MI Guidance: Students in the first 6 months of a foster care placement are still considered eligible as homeless – due to the frequency of changes in foster care placement
- Living in a public or private place not designed for humans to live or sleep
- Living in cars, parks, abandoned buildings, bus or train stations, under bridges, etc.
- Migratory children living in above circumstances
- Runaway or “throw-away” youth, not in the company of a parent or guardian (includes “Couch-Surfing”)



Our Invisible Students: Homeless Children and Youth

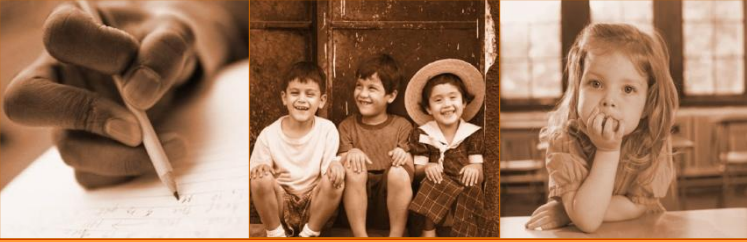
Michigan Statistics: 2010-2011

- Approximately **30,986** homeless students were reported by Michigan schools for **2010-2011**
- For the upcoming **2011-2012** McKinney-Vento Homeless Education grant cycle -
 - ❑ 33 grants representing approximately 827 out of 856 individual districts and **ALL** 83 Michigan counties!
 - ❑ 29 ARRA grants to build capacity and strengthen LEA homeless education programs



Importance of Homeless Student Data

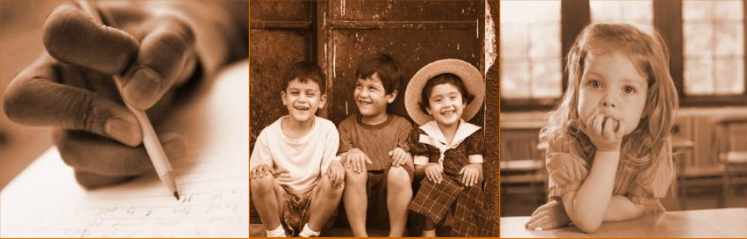
- Provides information about the well-being of the community and families making up the school population
- Enables districts to determine future student, school, district and community needs & improve programs
- Performance data provides an objective indication of how districts are serving homeless children
- Achievement data for homeless children can be used to influence policies and programs
- These and other school data can be used to determine the effectiveness of programs that support students experiencing homelessness
- **STATE AND LEA FUNDING IS BASED ON COUNTS FROM STUDENT DATABASES!**
- ***Is your district counting ALL students who meet the federal definition of “homeless?”***



Homelessness is an economic issue...

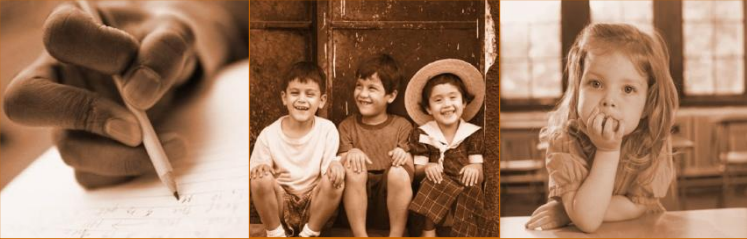
The major factors contributing to homelessness:

- Lack of affordable housing
- Poverty
- Domestic violence
- Lack of employment or underemployment
- Debt and/or lack of income
- Addiction
- Disabilities or health problems
- Natural and other disasters
- Abuse (physical & sexual), neglect, parental substance abuse, and family conflict (for unaccompanied youth)



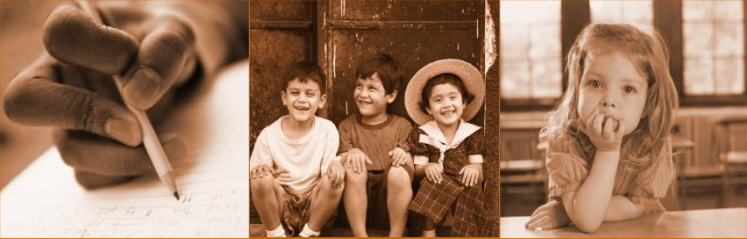
Lack of Affordable Housing

- In a detailed analysis of the US rental market, the National Low-Income Housing Coalition concluded that our country is experiencing a significant and prolonged shortage of affordable housing
- 1.7 million housing units are needed to fill the gap in affordable housing for extremely low-income households
- **One in seven US households – 37.3 million – has severe housing cost burdens.** Most of these households (78%) are in the bottom quarter of the income distribution (earning \$23,000 or less annually)
- Housing costs outpace wages



Lack of Affordable Housing

- A full-time worker earning minimum wage cannot afford a one bedroom unit priced at the Fair Market Rent anywhere in the United States
- **Nationally, a full-time worker must earn \$17.32 per hour to afford a two-bedroom apartment at Fair Market Rent**
- Federal support for low-income housing has fallen 49% from 1980 - 2003
- The average wait for public housing is 20 months
- The average wait for a Section 8 Voucher is nearly THREE YEARS (currently 35 months)



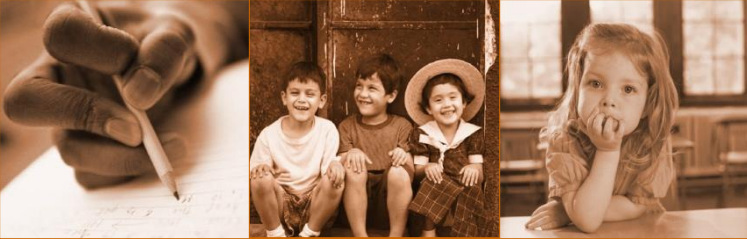
Lack of Affordable Housing: Michigan

- FMR in Michigan = \$14.32
- Two bedroom apartment = \$745
- Minimum wage = \$7.40
- In order to afford the FMR for a two-bedroom apartment, a minimum wage earner must work 77 hours per week, 52 weeks per year.
- Average wage for a renter = \$10.95
- In order to afford the FMR for a two-bedroom apartment at this wage, a renter must work 52 hours per week, 52 weeks per year.



Poverty

- Among the nation's working families, 10 million are poor or nearly poor
- **15% of all American families and 32% of single parent families lived below the Federal Poverty Line in 2006**
- For economic reasons, more families are "doubling up" with one another in housing



Poverty

Many families do not earn adequate wages:

- **24 million US jobs (one-fifth of all jobs) do not keep a family of four out of poverty**
- **Federal minimum wage -**
 - 1997-2007: \$5.15 per hour
 - 2008: \$5.85 per hour (still left even a single full-time wage earner living below the Federal Poverty Line)
 - 2009: \$7.25 per hour
- **2011 Federal Poverty Level (FPL) –**
 - \$22,350 for a family of four
 - \$18,530 for a family of three
 - \$14,710 for a family of two
- **On average, families need an income twice as high as the FPL to meet their most basic needs.**



Domestic Violence

Those fleeing domestic violence are more likely to become homeless or have a problem finding housing because of their unique and often urgent circumstances.

They may have:

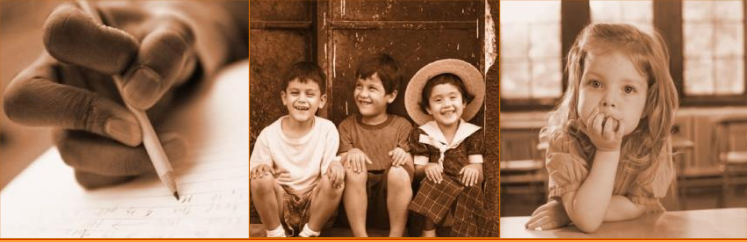
- Difficulty finding apartments due to poor credit, rental, and employment histories as a result of their abuse
- Few tangible social supports
 - Part of the cycle of domestic abuse is isolation of the victim
- Limited ability to collect and/or enforce child support and alimony payments



Domestic Violence

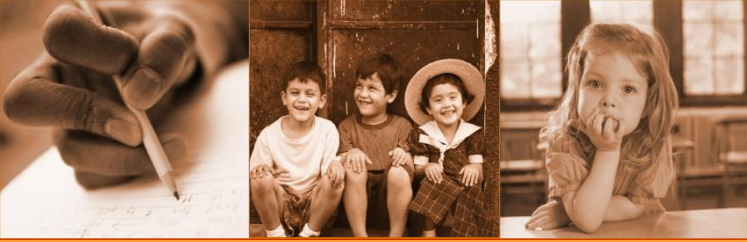
Compounding the challenges faced by low-income women in violent relationships are rules that govern public housing.

- Through a “one strike” policy, women may be evicted for a violent activity regardless of the cause or the circumstances.
- Although the eviction of women in domestic violence situations might violate federal and state housing acts, few states provide mandatory protection for these women and children.



Research on School Mobility

- It takes children an average of 4-6 months to recover academically after changing schools
- Students who switch schools frequently score lower on standardized tests
 - Mobile students scored 20 points lower than non-mobile students
- Mobility also hurts non-mobile students
 - Average test scores for non-mobile students were significantly lower in high schools with high student mobility rates



Research on School Mobility

- Students suffer psychologically, socially, and academically from mobility
 - Mobile students are less likely to participate in extracurricular activities and more likely to act out or get into trouble
- Mobility during high school greatly diminishes the likelihood of graduation
 - Students who changed high schools even once were less than half as likely as stable students to graduate, even controlling for other factors

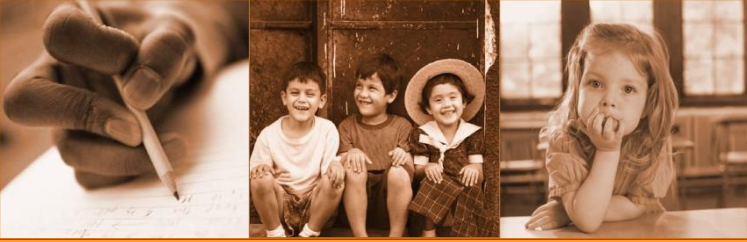


Impact of Homelessness on Children and Youth

■ Research shows that children experiencing homelessness are more likely to:

- Get sick 4 times as often as non-homeless children*
 - Four times as many respiratory infections
 - Twice as many ear infections
 - Five times more gastrointestinal problems
 - Four times more likely to have asthma
- Go hungry at twice the rate of other children*
- Have high rates of obesity due to nutritional deficiencies*
- Have 3 times the rate of emotional and behavioral problems compared to non-homeless children*

** National Center on Family Homelessness, 2009*

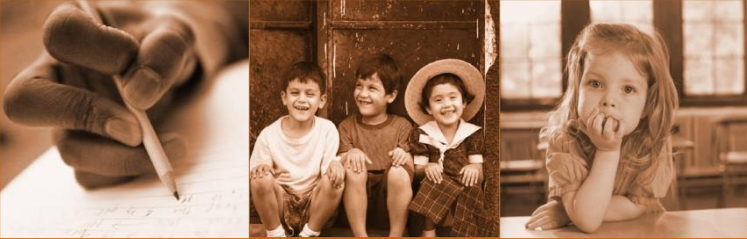


Impact of Homelessness on Children and Youth

The constant barrage of stressful and traumatic experiences also has profound effects on their development and ability to learn.

- Experiences of Violence*
 - ❑ By age 12, 83% had been exposed to at least one serious violent event
 - ❑ Almost 25% have witnessed acts of violence within their families
- Children who witness violence are more likely to exhibit
 - ❑ Aggressive and antisocial behavior
 - ❑ Increased fearfulness
 - ❑ Higher levels of depression and anxiety
 - ❑ Greater acceptance of violence as a means of resolving conflict

** National Center on Family Homelessness, 2009*



Impact of Homelessness on Children and Youth

- **Developmental Milestones and Academic Performance**

- ❑ Four times more likely to show delayed development
- ❑ Twice as likely to have learning disabilities as non-homeless children

- **Academic performance problems**

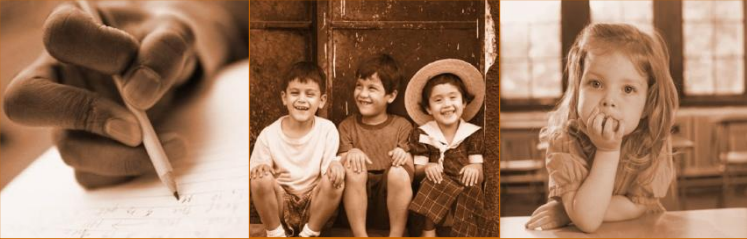
- ❑ 2.5 times more likely to perform below grade level in math
- ❑ 1.5 times more likely to perform below grade level in reading
- ❑ 1.5 times more likely to perform below grade level in spelling



The Impact of the Foreclosure Crisis and Economic Downturn

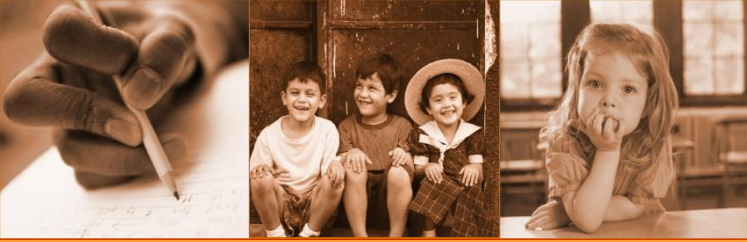
- Prediction that 2 million children will lose their homes over the next 2 years due to the foreclosure crisis*
 - ❑ **Combination of job loss and housing loss**
 - ❑ **Hardest hit states – California, Nevada, Arizona, Michigan, Ohio & Florida**
- New population of homeless families
 - ❑ **Unaware of educational rights and eligibility for services**
 - ❑ **Ashamed and embarrassed, afraid of the stigma of homelessness**
 - ❑ **Difficult to navigate the social services system**
- Impact on students and schools
 - ❑ **Increased absences from school**
 - ❑ **Hungry and tired when they do attend**
 - ❑ **Unable/unwilling to pay attention, focus, participate, engage, learn**

* *The Economic Crisis Hits Home* presents the results of a survey of local homeless education liaisons conducted by the National Association for the Education of Homeless Children and Youth (NAEHCY) and First Focus between October 24 and December 10, 2008.



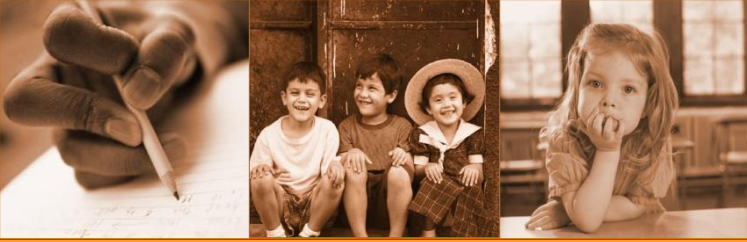
The Impact of Increased Homelessness on School Districts

- Rising transportation costs and logistical challenges in making sure homeless children have access to school
- Inadequate staff to identify and support children and youth experiencing homelessness
- Lack of affordable housing and available shelter space, leading to lower enrollments
- Reduction in other community services and supplies
- Greater severity of needs in remaining families



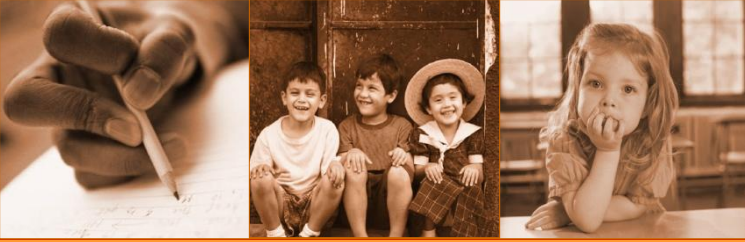
Barriers to Education for Homeless Children and Youth

- Enrollment requirements (lack of school records, immunizations, proof of residence and guardianship)
- High mobility resulting in lack of school stability and educational continuity
- Lack of access to programs
- Lack of transportation
- Lack of school supplies, clothing, etc.
- Poor health, fatigue, hunger
- Prejudice and misunderstanding



McKinney-Vento Homeless Assistance Act

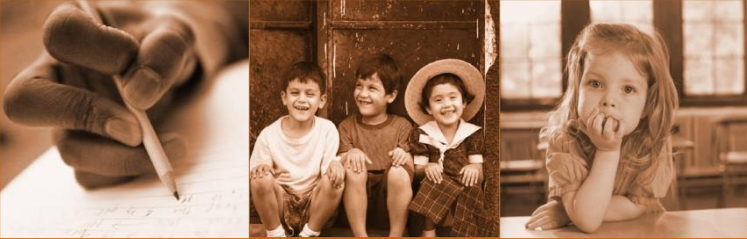
- Reauthorized 2002 by NCLB
- Main themes:
 - School stability
 - School access
 - Support for academic success
 - Child-centered, best interest decision making



McKinney-Vento Homeless Assistance Act: Key Provisions

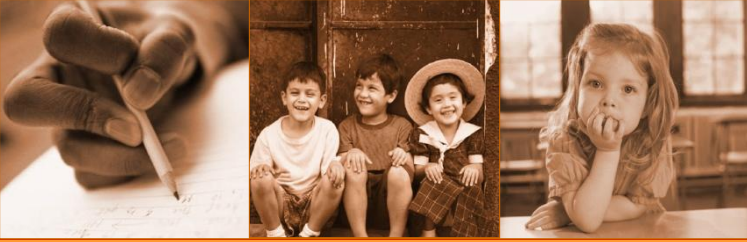
Districts must:

- Provide educational stability for homeless students
- Provide immediate school access for homeless students
- Appoint a local homeless education liaison
- Serve homeless students with Title I funds
- Develop, review, and revise their policies to remove barriers to the enrollment and retention of children and youth in homeless situations
- Address problems resulting from enrollment delays caused by immunization and medical records requirements; residency requirements; lack of birth certificates, school records or other documentation; guardianship issues; or uniform or dress code requirements



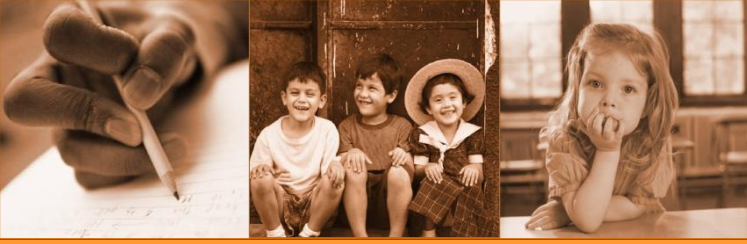
School Stability – Key Provisions

- Students can stay in their school of origin the entire time they are homeless, and until the end of any academic year in which they move into permanent housing
- If a student becomes homeless in between academic years, he or she may continue in the school of origin for the following academic year
- If district declines placement requested by a parent or guardian, the district must provide a written explanation to the parent or guardian of its decision and the right to appeal



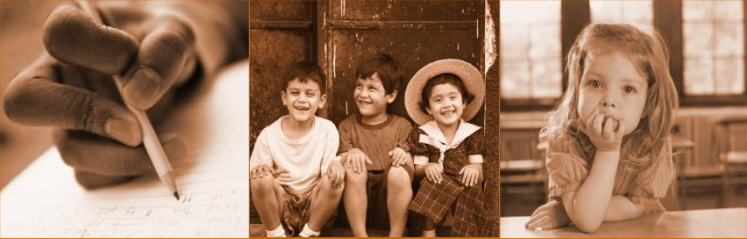
School Stability – Key Provisions

- Children and youth experiencing homelessness can stay in their school of origin or enroll in any public school that students living in the same attendance area are eligible to attend, according to their best interest
- ***School of origin*** — school attended when permanently housed or in which last enrolled
- ***Best interest*** — keep homeless students in their schools of origin, to the extent feasible, unless this is against the parents' or guardians' wishes



Feasibility: USED Sample Criteria

- Use as guideline when determining school of origin feasibility -
 - Continuity of instruction
 - Age of the child or youth
 - Safety of the child or youth
 - Length of stay at the shelter
 - Likely area where family will find permanent housing
 - Student's need for special instructional programs
 - Impact of commute on education
 - School placement of siblings
 - Time remaining in the school year



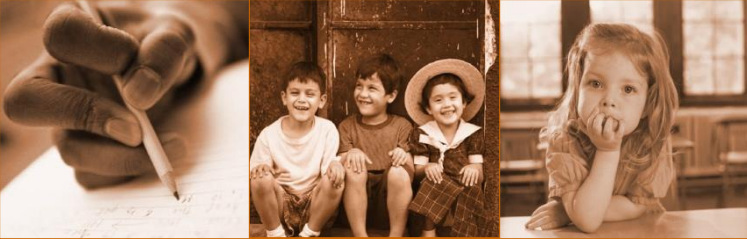
Access to Services

- **Undocumented** children and youth have the same right to attend public school as U.S. citizens and are covered by the McKinney-Vento Act to the same extent as other children and youth (http://en.wikipedia.org/wiki/Plyler_v._Doe)
- USDA policy permits liaisons and shelter directors to obtain **free school meals** for students by providing a list of names of students experiencing homelessness with effective dates
- The 2004 reauthorization of IDEA includes amendments that reinforce timely assessment, inclusion, and continuity of services for **homeless children and youth with disabilities**
- States are **prohibited from segregating** homeless students in separate schools, separate programs within schools, or separate settings within schools

Local Homeless Education Liaisons

- Every LEA must designate a liaison for students in homeless situations
- Responsibilities:
 - Ensure that children and youth in homeless situations are identified
 - Ensure that homeless students enroll in and have full and equal opportunity to succeed in school
 - Usually within one day
 - Link with educational services, including preschool and health services

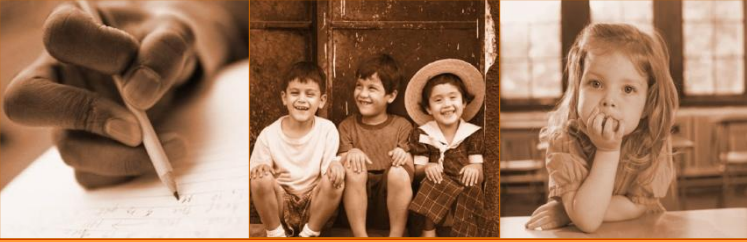




Local Homeless Education Liaisons

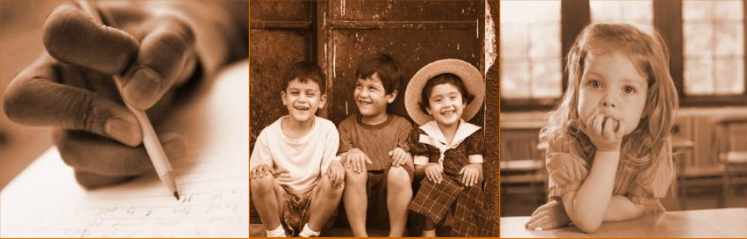
- Post public notice of educational rights (FREE posters at <http://www.serve.org/nche/products.php>)
- Resolve disputes at district level
- Inform parents, guardians, or youth of educational rights, including transportation services to the school of origin
- Visit www.serve.org/nche for Best Practices
 - **Liaison “Do’s and Don’ts”**
 - **School District “Do’s and Don’ts”**
 - **What LEA Administrators Need to Know**





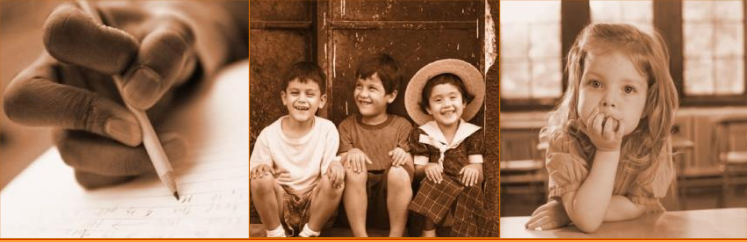
Identification Strategies

- Provide awareness activities for school staff (registrars, secretaries, counselors, social workers, nurses, teachers, bus drivers, administrators, etc.)
- Coordinate with community service agencies, such as shelters, soup kitchens, drop-in centers, welfare and housing agencies, and public health departments
- Provide outreach materials and posters where there are known low-income families and youth in high-risk situations, including motels and campgrounds



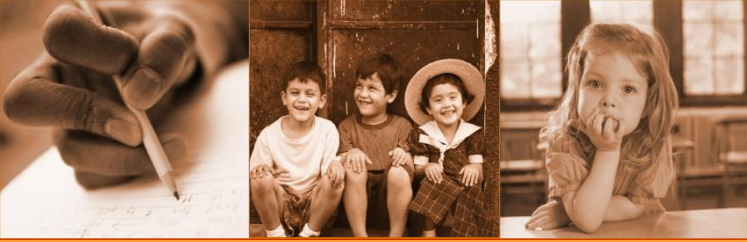
Identification Strategies

- Educate school staff about “warning signs” that may indicate an enrolled student may be experiencing homelessness
- Make special efforts to identify preschool children, by asking about the siblings of school-aged children
- Develop relationships with truancy officials and other attendance officers
- Use enrollment and withdrawal forms to inquire about living situations



Identification Strategies

- Ask students to draw or write about where they (and their families) live
- Avoid using the word "homeless" in initial contacts with school personnel, families, or youth.
 - Instead, talk about families or students living in temporary housing, families who have lost their permanent housing, or families in transition
 - Reassure parents that homelessness itself IS NOT reason enough for children to be taken from their parents by Child Protective Services.



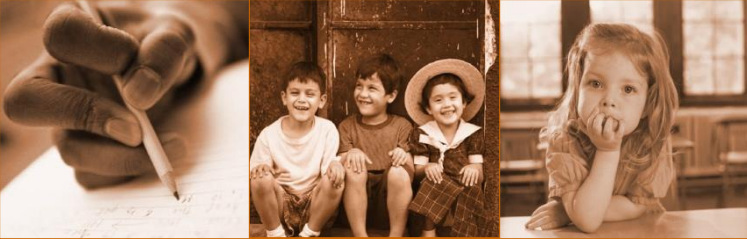
Title I and Homelessness – Key Provisions

- A child or youth who is homeless and is attending any school in the district is automatically eligible for Title I-A services
- LEAs must reserve (or set aside) funds as are necessary to provide services comparable to those provided to children in Title I-A schools to serve homeless children who do not attend participating schools, including providing educational support services to children in shelters and other locations where homeless children may live
- LEAs whose schools are ALL Schoolwide Title I programs are not required to set aside funds, but must specify the homeless services that will be paid from school funds



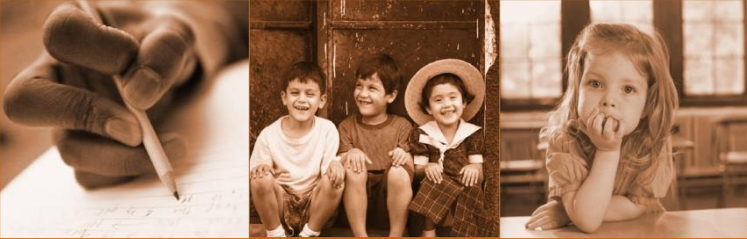
Strategies for Determining the Title I Set-Aside Amount

- Review needs and costs involved in serving homeless students in the current year and project for the following year
- Multiply the number of homeless students by the Title I, Part A per pupil allocation
(currently recommended by MDE Field Services)
- For districts with subgrants, reserve an amount greater than or equal to the McKinney-Vento subgrant funding request
- Reserve a percentage based on the district's poverty level or total Title I, Part A allocation http://www.serve.org/nche/downloads/calculating_setasides.pdf



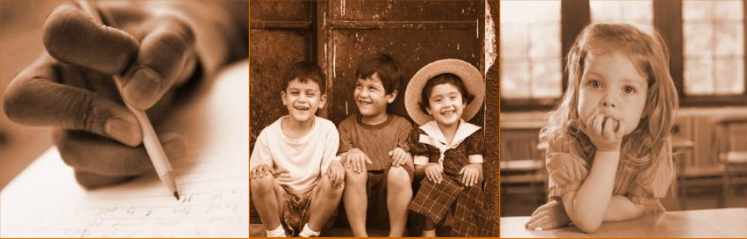
Title I-A: Allowable Services for Homeless Students

- Services for homeless students in both Title I and non-Title I schools must be comparable to those provided to non-homeless students in Title I schools
- Services that are not ordinarily provided to other Title I students and that are not available from other sources
- Tutoring for homeless students – in shelters and other locations where homeless students are living
- See the most recent USED Guidance on Title I ARRA funding (*Issued by USED on Sept. 2, 2009*)



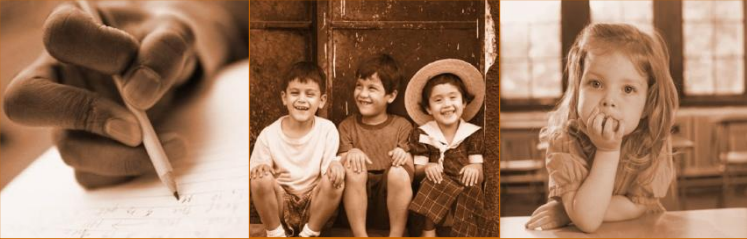
Individuals with Disabilities Education Act - IDEA

- National December 1, 2001 count:
8.9 % of 6 - 21 year olds received special education services under IDEA
- **14% of homeless children are diagnosed with learning disabilities, double the rate of other children**
- 54% of homeless children experience some sort of developmental delay



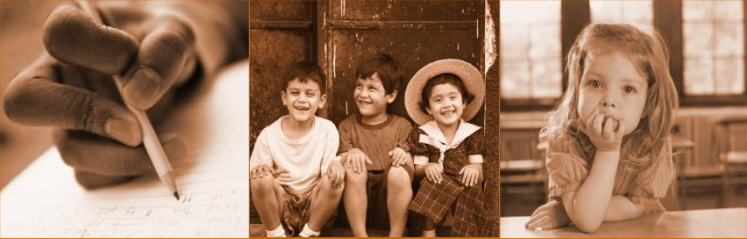
Barriers to Special Education Caused by Homelessness

- Not being identified as needing special education services
- Difficulty with diagnosis due to mobility and other stressors
- Lack of timely assessment, diagnosis, or service provision
- Lack of continuity of services due to school transfers
- Lack of timely or efficient records transfer when enrolling in a new school
- Lack of an available parent or surrogate to represent the child or unaccompanied youth



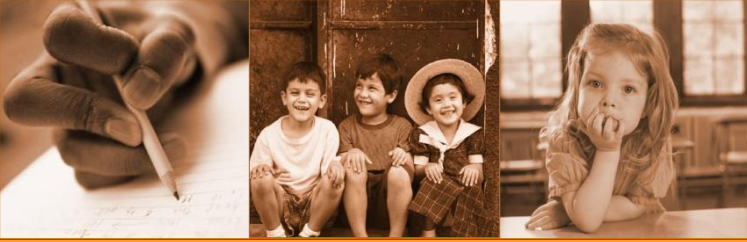
IDEA and McKinney-Vento

- IDEA specifically defines “homeless children” to include all children and youth considered homeless by McKinney-Vento. 1402(11); 300.19
- IDEA specifically requires each public agency to ensure that the rights of unaccompanied homeless youth are protected. 300.519(a)
- Child Find - The State must ensure that all students with disabilities who need special education are indentified, located, and evaluated: specifically includes homeless students, infants, and toddlers 1412(2)(3)(A); 300.111 (www.projectfindmichigan.org)



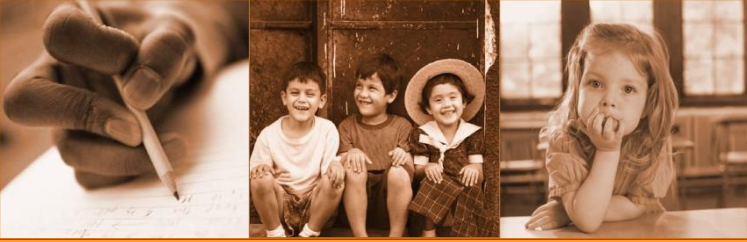
Enrollment – Key Provisions

- Children and youth in homeless situations can stay in their school of origin (to the extent feasible) or enroll in any public school that students living in the same attendance area are eligible to attend
- The terms “enroll” and “enrollment” include attending classes and participating fully in school activities
- Children and youth have the right to enroll in school immediately, even if they do not have required documents, such as school records, medical records, proof of residency, or other documents



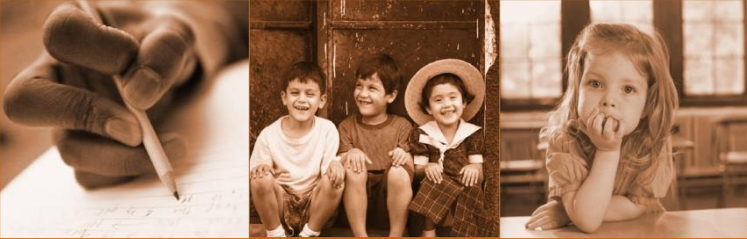
Enrollment – Key Provisions

- Schools must maintain records for students who are homeless so they are available quickly
- Federal law supersedes state and local laws where there is a conflict
 - U.S. Constitution, Article VI
- LEAs must develop, review, and revise policies to remove barriers to the enrollment and retention of children and youth in homeless situations



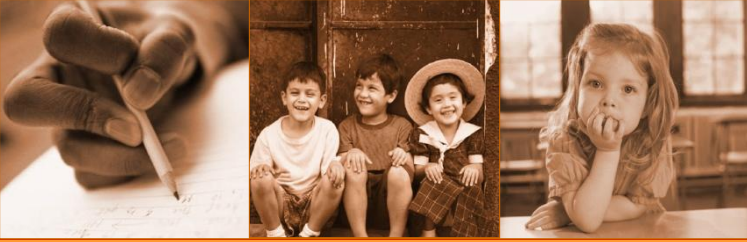
Transportation – Key Provisions

- School districts must eliminate transportation barriers to the school enrollment and retention of students experiencing homelessness
- LEAs must provide students experiencing homelessness with transportation to and from their school of origin, at a parent's or guardian's request (or at the liaison's request for unaccompanied youth)
- If the student's temporary residence and the school of origin are in the same LEA, that LEA must provide or arrange transportation



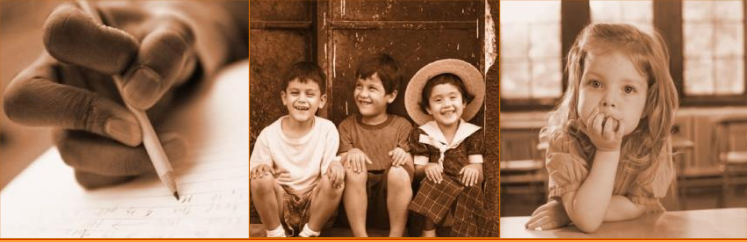
Transportation – Key Provisions

- If the student is living outside of the school of origin's LEA, the LEA where the student is living and the school of origin's LEA must determine how to divide the responsibility and share the cost, or they must share the cost equally
- In addition to providing transportation to the school of origin, LEAs must provide students in homeless situations with transportation services comparable to those provided to other students



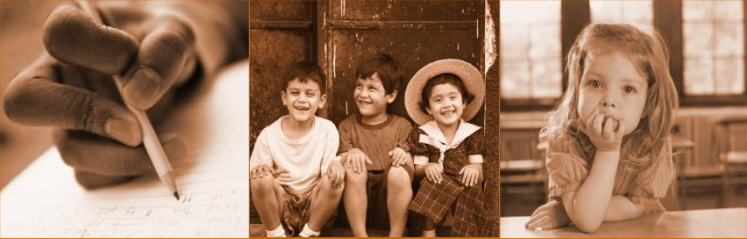
Transportation Strategies

- Develop close ties among local liaisons, school staff, pupil transportation staff, and shelter workers
- Re-route school buses (including special education, magnet school and other buses)
- Develop agreements with school districts where homeless children cross district lines
- Provide passes for public transportation
- Use approved van or taxi services
- Provide parents with pre-paid gas cards



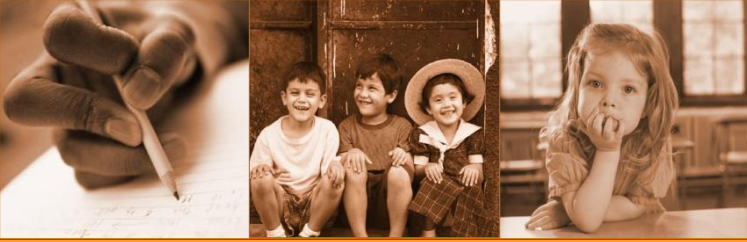
Resolution of Disputes – Key Provisions

- Every state must establish and distribute dispute resolution procedures (www.michigan.gov/homeless)
- **When a dispute over enrollment arises, the student must be admitted immediately to the school of choice while the dispute is being resolved**
- Liaisons must ensure unaccompanied youth are enrolled immediately while the dispute is being resolved



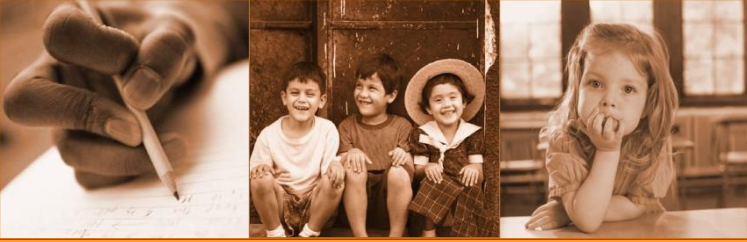
Resolution of Disputes – Key Provisions

- Whenever a dispute arises, the parent or guardian must be provided with a written explanation of the school's decision, including the right to appeal
- The school must refer the child, youth, parent, or guardian to the liaison to carry out the dispute resolution process as expeditiously as possible
- Documentation should be kept for all local liaison interventions with parents—not just formal disputes (NCLB)



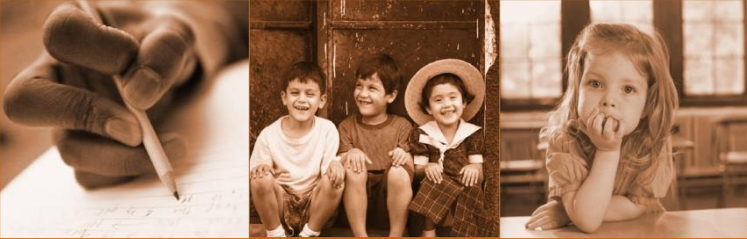
Homeless Preschoolers

- 42% of children in homeless families are under 6 years old, yet are significantly under-represented in preschool programs
- 1 in 5 homeless children 3 – 6 years old have emotional problems severe enough to require professional care
- 16% of homeless preschoolers have behavioral problems, including severe aggression and hostility
- Are 4 times more likely than housed preschoolers to show developmental delays
- Have 2 times the rate of learning disabilities as non-homeless peers



Homeless Preschoolers

- Local liaisons must ensure that young homeless children have access to Head Start, Even Start, and other preschool programs sponsored, funded, or administered by the LEA
- State plans must describe procedures that ensure that homeless children have access to public preschool programs
- The reauthorized Head Start legislation (Dec. 2007) includes many provisions designed to provide greater access to Head Start programs for young children experiencing homelessness
 - **For more information, download**
<http://www.naehcy.org/dl/headstartsum1207.pdf>



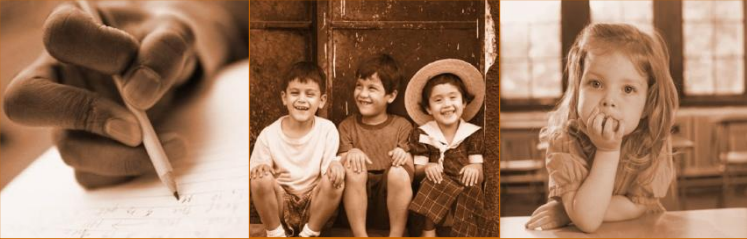
Preschool - Strategies

- According to IDEA, M-V and IDEA staff must coordinate on Child Find activities (identifying children with disabilities, as defined by IDEA)
- Keep slots open for students experiencing homelessness and move them to the head of the list
- Provide homelessness awareness training for preschool providers
- Collaborate with preschools not operated by the LEA or SEA (including Head Start)



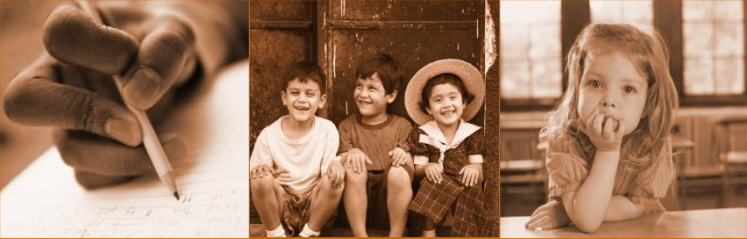
Preschool - Strategies

- Ask parents about preschool-aged children when they enroll their school-aged children in school
- Collaborate with local preschool programs to enroll preschoolers at district “Kindergarten Round-Up” events
- Coordinate with IDEA Child Find to identify and serve homeless preschoolers



Homeless Unaccompanied Youth

- **Definition:** youth who meets the definition of homeless and is not in the physical custody of a legal parent or guardian
 - The reason why the youth is not in the custody of a parent/guardian DOES NOT MATTER.
 - Regardless of whether a parent/guardian says the youth may return home
 - Our role is not to pass judgment, but to EDUCATE the child/youth
- In 2008, 912 unaccompanied homeless youth were counted in Michigan
- Liaisons must help unaccompanied youth choose and enroll in a school, after considering the youth's wishes, and inform the youth of his or her appeal rights
- School personnel must be made aware of the specific needs of runaway and homeless youth



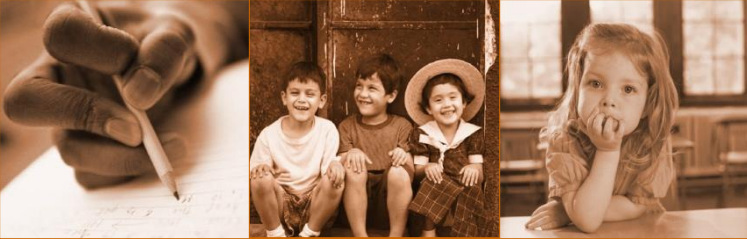
Unaccompanied Youth - Strategies

- Revise LEA policies to accommodate unaccompanied youth and comply with the McKinney-Vento Act (*esp. attendance policies*)
- Train local liaisons and all school enrollment staff, secretaries, guidance counselors, principals, and teachers on the definition, rights, and needs of unaccompanied youth
- Develop caretaker forms, self-enrollment forms for unaccompanied youth, and other forms to replace typical proof of guardianship; such forms should be crafted carefully so they do not create further barriers or delay enrollment



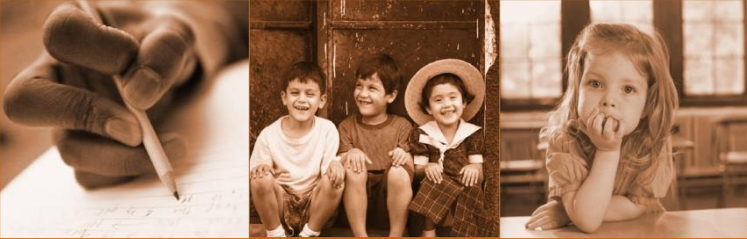
Unaccompanied Youth – Strategies

- Become familiar with state and local policies related to unaccompanied youth
- Coordinate with other agencies to ensure policies do not create educational barriers
- Provide unaccompanied youth the opportunity to enroll in diversified learning opportunities, such as career and technical education, credit recovery programs, credit-for-work programs, and flexible school hours



Unaccompanied Youth – Strategies

- Provide a “safe place” and trained mentor at school for unaccompanied youth to access as needed
- Permit exceptions to school policies on class schedules, tardiness, absences and credits to accommodate the needs of unaccompanied youth
- Assist with credit accrual and recovery
- Work to build trusting relationships so that youth will refer friends in homeless situations



Why we do what we do...

“...Through it all, school is probably the only thing that has kept me going. I know that every day that I walk in those doors, I can stop thinking about my problems for the next six hours and concentrate on what is most important to me. Without the support of my school system, I would not be as well off as I am today. School keeps me motivated to move on, and encourages me to find a better life for myself.”

Carrie Arnold, LeTendre Scholar, 2002





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Resources

MDE Homeless Education Website

www.michigan.gov/homeless

National Center for Homeless Education (NCHE)

Christina Dukes, Program Specialist

www.serve.org/nche

NCHE helpline at 1-800-308-2145 (toll-free)

or homeless@serve.org

National Association for the Education of Homeless Children and Youth

Barbara Duffield, Policy Director

LeTendre Scholarship Fund

www.naehcy.org

United States Department of Education

No Child Left Behind

www.ed.gov/nclb

McKinney-Vento Homeless Assistance Act

http://www.naehcy.org/dl/m_v.doc



Resources (cont.)

Link to LEA Toolkit

http://www.serve.org/nche/products_list.php#liaisontoolkit

Head Start Reauthorization Summary

<http://www.naehcy.org/dl/headstartsum1207.pdf>

Link to IDEA Resources

<http://www.naehcy.org/idea.html>

Michigan Coalition Against Homelessness

www.mihomeless.org

Plyler v. Doe

http://en.wikipedia.org/wiki/Plyler_v._Doe

MDE Special Populations Conference

September 25 – 27, 2011

Kellogg Hotel and Conference Center

Michigan State University, East Lansing